



# ELTHORNE PARK

— HIGH SCHOOL —

ACHIEVING EXCELLENCE IN A LEARNING COMMUNITY

Working Together at Key Stage 4



Year Ahead Information Evening  
September 2023 - Year 10



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# Year 11

Welcome to the Year 11 'Year Ahead' Guidance Meeting. Year 11 is an especially important stage in your child's education, as they prepare for their GCSE examinations and consider their sixth form option choices.

At Elthorne Park High School, we aim to ensure that every student achieves their full potential, both academically and personally, during their time at school. We are committed to supporting your child in every way possible as they embark on their final year at Key Stage 4.

We encourage all students to fully engage with each of these five core values:



## Core Values of our Community



### Proud

I proudly celebrate my achievements and those of people around me.

### Prepared

I have high expectations of myself and others and am prepared for each school day.

### Principled

My actions show I know the difference between right and wrong.

### Persevere

I am resilient, confident and independent in my learning

### Participate

I actively engage with wider opportunities and understand how I can be successful in the next stage of life.



This booklet provides guidance and information for parents about the curriculum, key subject assessments and events that your child will experience in Year 10. We hope this information will enable you to support your child throughout the academic year. We also provide information about the school's pastoral procedures and ask that you discuss these with your child.

I am looking forward to meeting you this evening and working with your child throughout Key Stage 4.

I look forward to working alongside both you and your children this academic year.

### Key Staff

**Key Stage Leader** – Mr Hardy

**Year 11 Leader** – Mr Simmonds

**Assistant Year Leader** – Miss Stewart

**Pastoral Support Worker** – Ms Austin

### Tutors

**11E** – Ms B Borde

**11L** – Mr R Fleary

**11T** – Mr D Van Eeghen

**11H** – Mr C Brown

**11O** – Ms S Joseph

**11R** – Ms L Vasilios

**11N** – Ms K Goodridge

**11P** – Ms L Patterson

You can contact staff members using our [staff contact list](#)

## Working in Partnership with Parents

**We are committed to working in partnership with parents and carers to ensure that your child achieves their full potential as they progress through school. Research has shown that 'Parental support is eight times more important in determining a child's academic success than social class.'**

### **Communication with school**

We encourage all parents and carers to directly communicate with their child's tutor (pastoral or cross curricular progress concerns) or subject teachers if you have concerns relating to progress in a specific subject area.

### **Ensure your child is equipped for learning**

Make sure that your child has full equipment and books for learning each day (full pencil case) and that they set off for school wearing full school uniform with lanyard and ID card.

### **Provide a supportive learning environment at home for completion of home learning**

Try to ensure that your child has a quiet area at home where they can study in the evening, away from distractions in the family home. Ensure your child has access to a table and appropriate lighting to complete their work. Try to establish a regular time slot when homework is completed. Check SMHW with your child each evening and ensure that homework is completed by the deadline date.

### **Talk to your child about their learning**

Set aside some time each week to discuss the work your child is doing at school. Regular communication can prevent the build-up of problems. Contact the school if barriers to learning emerge.

### **Attendance and punctuality**

Ensure that your child regularly attends school (minimum target is 97%). Make sure that your child sets off for school to ensure they are in the school playground by 8:40am at the latest each morning. High rates of attendance and punctuality are some of the building blocks to ensure student success.

### **Discuss your child's progress reports**

Parents and carers will receive at least two reports each year outlining your child's academic progress and attitude to learning and home learning. The reports also summarise your child's attendance and punctuality to school. Please take time with your child to celebrate their achievement. If there are areas of underperformance, discuss the barriers to learning to identify strategies for improvement or contact your child's subject teacher or tutor to discuss further.

### **Revision and examination preparation**

During stressful assessment and examination phases, make sure that you support your child's planning and preparation well in advance of the scheduled dates. Help your child to draft a revision timetable, use effective revision techniques (see school website) and check to ensure that they stay on task with their revision schedule.

Ensure your child takes breaks and exercises in between revision sessions. Provide encouragement and keep them calm before the actual examination. Use the revision guidance provided on the school website to support your child's revision plan.

### **Parent Carer Handbook**

For further information on how you might support your child throughout the school year and further guidance and support, please read the [parent carer handbook](#).

# Our Values and Expectations – Creating a Positive Learning Culture

## School Values

Our mission statement is achieving excellence in a learning environment and we work to ensure every child is doing just that. At Elthorne Park High School, we are committed to equipping students with skills that will carry them through their school journey and beyond, preparing them for a bright future. We believe what students need to thrive can be encompassed into five key areas;

- **We are proud** - I proudly celebrate my achievements and those of people around me.
- **We are prepared** - I have high expectations of myself and others and am prepared for each school day
- **We are principled** - My actions show I know the difference between right and wrong.
- **We persevere** - I am resilient, confident and independent in my learning.
- **We participate** - I actively engage with wider opportunities and understand how I can be successful in the next stage of life.



I AM PRINCIPLED



I PARTICIPATE



I AM PREPARED



I AM PROUD



I PERSEVERE

Every student will be taught how to demonstrate these values and will be rewarded when showing them. We will give students the opportunity to showcase this skill set in the classroom and through extra curricular opportunities. Students who demonstrate these values will be rewarded in line with our achievement policy.

## Key Attributes

As well as having the four main values of our school community, we encourage students to consider personal attributes that will ensure success throughout their lives. These are; determination, curiosity, unity, freedom, resilience, compassion, respect, responsibility and positivity. Every lesson your child experiences will foster these attributes in a positive learning environment. Our personal development curriculum will also explicitly teach these attributes and ensure students understand how they link to wider, future experiences.

## Achieving your full potential

At Elthorne Park High School, staff are dedicated to ensuring that your child reaches their full potential and are prepared to leave school to go onto the path they have chosen. We can only do this when there is a safe learning environment where every student can thrive. At Elthorne, we support the individual by knowing their ability, target and structuring lessons to challenge and support. Students who need specific intervention are supported in the classroom and outside through the SEND department. We also encourage students to consider their personal development and how this can aid their learning journey.

## High Expectations

We believe that every child can reach their full potential both personally and academically, and will support students to do so. In ensuring this positive culture is created, students need to follow the behaviour for learning policy and make choices that support their learning and in turn, offer a positive school experience for everyone. Students receive strong pastoral care at Elthorne should they need support in any aspect of their school life. Students who make choices that adversely affect their learning or the learning of others will garner a sanction as per the policy.

### **Uniform Expectations**

At Elthorne Park High School, we want to create a sense of unity and belonging for our students. We expect students to wear their correct and full uniform with pride every day. Like any other organisation, we have a standard that must be followed which includes; polishable black shoes (no trainers), black trousers or skirt, white Elthorne shirt and burgundy Elthorne jumper. We expect students to wear the Elthorne PE kit as part of their physical education lessons. All students should wear their ID pass and lanyard appropriately around their neck every day. As well as creating unity, uniform creates a clear distinction between our public and private selves. We want students to learn that, with certain roles in our lives, comes differing expectations and responsibilities. When students wear their uniform, they know they are in their learning environment. Students wearing the uniform represent the school and we are proud that they do so in our local community.

### **Attendance and punctuality**

There is a positive correlation between students who have good attendance and their academic success in school. Students should aim for at least 96% attendance in a school year. Students should also make a conscious effort to begin forming positive punctuality habits by being on time to school and to their lessons. School is a place of learning and habits like these will be crucial to students' successes in their personal development and into their future careers.

### **Behaviour for Learning**

At Elthorne Park High School, staff are committed to providing an excellent learning community for all students who attend. We appreciate that there are barriers to learning and seek to overcome these through intervention, in class support and outside agencies if needed. Teachers follow the "Elthorne Way" for learning and challenge students to ensure they reach their full potential and beyond. Students must respect the classroom as a place of learning and follow the behaviour policy to ensure all members of the class are accessing their learning. Students who make choices where this standard is compromised will face a sanction as per the policy.

# Curriculum & Assessment

## Year 11 Curriculum

At EPHS, we believe that students learn best when they study a broad, balanced and ambitious curriculum. All students in Year 11 study English Language, English Literature, Mathematics, Science (either for the combined GCSE qualification or as three qualifications in Biology, Chemistry and Physics) alongside core-PE and PSHCE. In addition to these qualifications, students opted for additional subjects in the spring and summer terms of Year 9 in readiness for commencing their KS4 study in Year 10.

The table below sets out the number of lessons per fortnight that students study each subject:

English Language/ English Literature	These two courses are combined - 8 hours per fortnight
Mathematics	8 hours per fortnight
Science (Combined award - Double)	10 hours per fortnight
Science (Separate awards - Triple)	5 hours per subject totalling 15 hours per fortnight across Biology, Chemistry and Physics
All other subject options	5 hours per fortnight
Core PE	2 hours per fortnight
PSHCE	2 hours per fortnight

## Year 11 assessment

Assessment of student work at EPHS is conducted in numerous ways over the course of the academic year. Whilst some learning may be appropriate to assess through detailed written feedback, other learning may be assessed in other ways such as marking checklists or detailed oral feedback. Similarly, some feedback will combine summative assessment data such as a grade alongside qualitative feedback, whilst other pieces of feedback may discuss the strengths and areas of development in a student's work without including a summative grade.

At EPHS, we specify the frequency of feedback and assessment for each subject area so that all students fully understand their progress in all subjects. The table below outlines the frequency of assessment for KS4 subjects:

English, Mathematics and Science	12 pieces of detailed feedback over the academic year
All other options subjects	12 pieces of detailed feedback over the academic year
PSHCE	4 pieces of detailed feedback over the academic year

In addition to the feedback provided throughout the academic year across all subjects, we provide Year 11 students with the opportunity to develop and refine their exam skills through two Pre-Public Examination series (PPE). These PPEs are mock examinations that take place in conditions that replicate those conditions under which students will be assessed at the end of Year 11. Dates of the PPE series for Year 11 this academic year are **31<sup>st</sup> October to 17<sup>th</sup> November 2023** and **20<sup>th</sup> February to 8<sup>th</sup> March 2024**. Please note that students with an entitlement to access arrangements at the time of the organisation of the PPEs will be provided with these during the relevant PPE series

## Reporting and Parents Evening

We will share two progress reports with parents during this academic year: in November 2023 and in March 2024. Please note that the date of the Year 11 Virtual Parents Evening is **Thursday 7<sup>th</sup> December**. The conversations during this Virtual Parents Evening will be informed by the outcomes of the PPE series.



## Examinations and Non-Exam Assessments

### **Examinations**

All GCSE exams are taken in May/June of Year 11. BTEC Technical Awards may have unit exams that can be taken in Year 10 and Year 11. In most subjects, grades are now purely based on examination outcomes, but in some subjects, grades are based on a mixture of examinations and non-examined assessments. Please note the school cannot change the dates or times of any exams that are time tabled by the awarding bodies.

Exam Board regulations covering behaviour and the conduct of examinations are strict and failure to follow these regulations could mean disqualification from the exam, and possibly the subject, depending on the severity of the breach. All breaches of the regulations must be reported to the awarding bodies and they decide on the outcome, not the school. A Guidance Manual for Students and Parents/Carers will be provided towards the end of the spring term in Year 11, reflecting the regulations for that particular awarding year.

Students who have been identified as requiring access arrangements in Year 9 will have been assessed and applications made to the relevant awarding bodies. Parents should consult the schools access arrangement protocol for further information, which is available on the school website. The school will ensure that students who have demonstrated a need for, and use of, these access arrangements, will have them provided for the external examinations. We will also strive to ensure that these are in place for domestic examinations (PPEs).

If students are absent for an examination they will gain a U (fail) grade for that paper, unless a medical certificate or other supporting documentation is supplied and accepted by the relevant awarding body. You must also phone the school attendance officer as soon as possible on the day of the examination to explain why your child is not in school.

Once results are issued in August, it is possible to make post results requests, for example, to see a copy of your child's examination script or to have a script reviewed if you feel the marking scheme has not been applied correctly. Fees apply for these services.

Domestic examinations (PPEs) will take place throughout the year in the form of class assessments and formal examinations. These are conducted to the same standards and following the same regulations as the Summer GCSE/BTEC examinations. These are important examinations, and also give students further opportunities to develop their examination skills. Where applicable, the results will also be used to help teachers determine the most suitable tier of entry for their external examination.

### **Non-Exam Assessments (NEA's – formally Controlled Assessments)**

NEA's are part of a small number of subjects and they generally take place during lessons, so attendance is critical in 10. NEA's are scheduled throughout the year, and students will be informed of these by their subject teachers.

Whilst the general rules are the same for all GCSEs, the specific requirements for NEA's are different for each subject, so teachers will brief students in advance. While most NEA's marks go towards the overall GCSE grade, the ratio of marks between NEA's and examinations varies according to the subject.


NEA's are not subject to post-result appeals and marks cannot be changed, as they are all checked by the awarding bodies prior to release. Your child's teacher will inform them of the mark before it is submitted to the relevant exam board at the end of Year 11. This is the opportunity to appeal the mark and the student must indicate on the appeal form the specifics of why they think the NEA has not been marked correctly before the mark is submitted to the exam board.




## Teaching & Learning: The Elthorne Way


Our approach to teaching in the classroom is research based and reviewed every year. We call it The Elthorne Way.

- We follow the **EPHS arrival routine**, where teachers '**straddle**' and greet students at the door. We begin lessons with a short recall starter which requires students to **retrieve prior learning**. We aim to link prior learning to the current unit of work.
- We require students to think hard consistently in lessons (high think ratio). We expect **high levels of engagement** from all students (high participation ratio)
- Teachers follow **curriculum plans** which are **ambitious** and **well sequenced**. We set and share **challenging yet achievable learning objectives for all** with appropriate **scaffolding** where required. The work given to students is demanding. The most able students in the group are directed to **Challenge Plus** tasks which stretch high ability students.
- Teachers promote **effective discussion** about the subject matter being taught. There is a 'no opt-out' culture in the classroom. Students are given opportunities to explain their learning to others.
- We ensure that there is a **clear thread of learning** in the lesson with well-chosen activities that are logically sequenced. We **present the subject matter clearly** and provide effective modelling, explanations or worked examples where necessary. Teachers demonstrate **expert subject knowledge** ...and **inspire** their students through a clear **passion for their subject**.
- We provide students with **communication-friendly resources** such as visuals and checklists. We pre-teach vocabulary, allow take-up time and check in regularly with students.
- Teachers set **home learning** tasks that **consolidate learning** or **prepare for future learning**.
- Teachers **promote reading** and give students opportunities to develop reading accuracy and fluency. Teachers are aware of reading ages and offer appropriate support.
- We have **high expectations of students' behaviour** and follow the behaviour policy effectively. Teachers have **high expectations of students' work** and insist on high standards of presentation.
- Teachers provide **timely feedback on selected assessed pieces of work** which are identified in curriculum plans, in accordance with the frequency set out in school policy. Teachers explain What Went Well and provide clear Actions for Improvement, using a range of approaches including whole class feedback.




# Six Strategies for Effective Learning

LEARNINGSIENTISTS.ORG All of these strategies have supporting evidence from cognitive psychology. For each strategy, we explain how to do it, some points to consider, and where to find more information. 




**ELABORATION**

Explain and describe ideas with many details



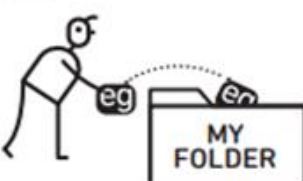
**RETRIEVAL PRACTICE**

Practice bringing information to mind



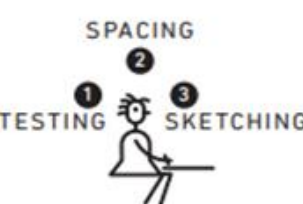
**CONCRETE EXAMPLES**

Use specific examples to understand abstract ideas




**SPACED PRACTICE**

Space out your studying over time




**INTERLEAVING**

Switch between ideas while you study



**DUAL CODING**

Combine words and visuals



Content by Yana Weinstein (University of Massachusetts Lowell) & Megan Smith (Rhode Island College) | Illustrations by Oliver Caviglioli (teachinghow2s.com/cogsci)  
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Cognitive psychology and neuroscience research have shown these six strategies are extremely useful learning and revision techniques for students to learn effectively.

These strategies are revisited several times throughout Key Stage 4 to enable students to fully master these techniques. Teachers will use these strategies within their lessons. For more information, you can visit:

<https://www.learningscientists.org/>

## Home Learning

At Elthorne Park High School we recognise that where secondary school home learning is appropriate and supports students' academic learning, it has a significant impact on accelerating progress. In a report conducted by the Education Endowment Foundation, it was found that the completion of homework at secondary level can add an additional 5 months' progress to a child's learning (EEF, 2016).

The key principles of how we aim to set home learning at EPHS are as follows:

- Clear success criteria for each homework task (What would a good piece of work look like?)
- Home learning which has stretch and challenge, yet which is accessible for all students in the group
- Clearly linked to curriculum plans
- No requirement that the students print or have access to costly resources at home
- An outlet for creativity using a variety of task types
- Can be achieved in the time allocated for each year group

The frequency and time allocations for home learning can be found in the table below:

Year Group	Frequency	Approximate time per home learning task set
7 & 8	Maths, English, science once per week, all other subjects once per fortnight	30 mins
9	Maths, English, science once per week, all other subjects once or twice per fortnight	45 mins
10 & 11	All subjects once a week	60 mins
12 & 13	Approximately one hour of home learning for every hour of lesson time	

Since 2019 we have been setting all home learning tasks online using Show My Homework (SMHW). This enables students to manage their time and see at a glance which deadlines are approaching, while parents are able to monitor their children's homework too via the SMHW app.

We aim to upload all home learning tasks to SMHW by 3:30pm on the day they are set. If you have any further questions about home learning or need parent access to SMHW please contact Mr Ward (Deputy Headteacher) at [sward@ephs.ealing.sch.uk](mailto:sward@ephs.ealing.sch.uk).

Students can access SMHW by just clicking on the 'Sign in with Google' icon on the [SMHW homepage](#) to launch the Google Sign in page and then entering in their school email address and password on that page.

Login [Forgot password?](#)

Staff Parent Student


Search school


Enter email address or username


Enter password 👁

Log in

Or log in with:

 Sign in with Office 365

 Sign in with Google

 Sign in with RM Unify

# Attendance and Punctuality

Being in school every day and being punctual are the building blocks for success at school.

**Good attendance and punctuality are important because:**

Evidence is repeatedly cited showing a direct link between under-achievement and poor attendance and punctuality. Regular and punctual attenders make better progress, both socially and academically, find school routines, school work and friendships easier to cope with, find learning more satisfying, develop responsible learning habits and are better prepared for higher education and for their working life.

**As a parent, one of the most effective ways to support your child throughout their school life is to do everything you can to ensure they are in school every day and that they are on time.**

Parents have a legal duty to ensure efficient and full-time attendance at school of registered pupils of statutory school age (Education Act 1996). We realise that there are rare, unavoidable occasions when there might be a particular problem that causes your child to be absent such as sudden bereavement, unexpected parental illness or a family crisis. If this happens, please let us know and we shall try to deal with the matter sympathetically.

## Attendance

*'There is a direct positive correlation between school attendance and a student's academic attainment.'*

- **100% attendance should be the aim of all students.**
- **The minimum attendance target expected by all students is 97% attendance.**

**Why is good attendance so important?**

<b>There are 190 days in a school year</b>	100% attendance	190 days present	0 days missed	<b>Good</b>
	97% attendance <b>(minimum target)</b>	184 days present	6 days missed	
	90% attendance	171 days present	19 days missed	<b>Concerning</b>
	85% attendance	162 days present	28 days missed	
	80% attendance	152 days present	38 days missed	<b>Serious concerns</b>
	70% attendance	133 days present	57 days missed	

Excellent attendance and punctuality will be celebrated and rewarded at Elthorne Park High School.

## Punctuality

**We ask that students be on school site by 8:40am each morning**, and make their way at 8:40am, when the bell rings, to their tutor room for a punctual start to their tutor period at 8:45am. If your child arrives after 8:45am they will be marked late for school and will be added to a same day 20 minute late detention at lunchtime in the main school hall. Failure to attend a lunchtime detention will result in an escalation to an after school detention.

Please support your child to get into good habits early on, allowing plenty of time to get ready and travel to school. Be 'prepared' and on time for school - start your day positively!

## Reporting your child late or absent to the school

We realise that there are rare, unavoidable occasions when there might be a particular problem that causes your child to be absent such as sudden bereavement, unexpected parental illness or a family crisis. If this happens, please let us know and we shall try to deal with the matter sympathetically.

### **Absence on the day**

Parents are required to contact the school **with a reason for an absence** on each day of absence.

To report an absence, please call our absence line on **020 8566 1166**, choosing **option 3** by 8:40am. **When leaving a message, please state clearly your child's full name and stating their tutor group.** Alternatively, email our attendance team on [attendance@ephs.ealing.sch.uk](mailto:attendance@ephs.ealing.sch.uk) or report the absence via our Parent App/Portal.

Absence should only happen when your child is significantly/symptomatically ill and therefore unfit to attend school. There should be an observable symptom; 'feeling unwell' is not enough. A timely reason; satisfactory to the school; must be provided, otherwise the absence will remain unauthorised. **Please arrange all non-emergency medical and dental appointments out of school hours or during school holidays.**

### **Planned absences**

Only in an exceptional circumstance will term time leave be considered. All leave is granted at the Headteacher's decision. Parents wishing to apply for leave of absence need to fill in an [application form](#) well in advance and before booking tickets or making travel arrangements (forms are available at the school office and on the website in the parent section, under 'Useful Forms'). **Going on holiday during term time is not an unavoidable absence and will not be authorised under any circumstances.**

All absences are report to the local authority. The School Attendance Service may contact you where **unauthorised absence** continues to be a problem. The school will then work in partnership with you until matters improve.

### **Raising concerns - How we will communicate with parents and support families**

If your child is absent from AM registration, a text and email message will be sent to you alerting you of their absence. If you receive such a message, please contact the school to confirm their whereabouts.

The school will let you know if we have concerns regarding your child's attendance or punctuality. The school will express 'a concern' either verbally or by letter. If attendance does not improve or explanations for absence are unsatisfactory you may be invited to a meeting.

The School Attendance Service aims to work with schools and families to promote good attendance and avoid legal action. However, in some cases, parents are prosecuted (taken to court) or have to pay a Fixed Penalty fine issued by the local authority.

If there are barriers which you feel your child cannot overcome which stop them coming to school regularly and on time, please speak to your child's Form Tutor, Head of Year or Key Worker to see how the school can support your child.

# Positive Behaviour & Rewards

## Positive Behaviour

'All students have the right to feel safe and secure at School. Learning is our core purpose; no student has the right to disrupt another student's learning. Excellent learning can only take place in lessons where there is positive behaviour, co-operation and a supportive atmosphere.' 'Good behaviour in schools is central to a good education (DfE 2022)'. We encourage students to take responsibility for their own behaviour and model excellent behaviour at School and in the local community. We are committed to providing a safe and secure learning environment for our students.

## Our Values and Behaviour Expectations

Elthorne Park High School encourages all members of the school community to model and uphold our school values which exemplify; pride, preparedness, positivity and being principled in all that we do. The following values underpin our approach to conduct inside and outside of School.

Value	Meaning	What does this look like in school?
<b>Proud</b>	<i>You are willing to celebrate your achievements and those of people around you.</i>	We are always ready to focus on the positives.
<b>Prepared</b>	<i>You are ready and able to deal with the next stage in life. You are prepared for school with full uniform, equipment and home learning complete.</i>	We are on time and ready to learn at the beginning of the lesson.
<b>Persevering</b>	<i>You won't give up and will always 'have a go.' You will focus and try your best in every lesson, working to the best of your ability.</i>	We will challenge ourselves to think at the highest level.
<b>Principled</b>	<i>You know the difference between right and wrong. You have a strong sense of justice. You behave positively and respectfully in school and the local community.</i>	We respect others' right to learn. We are polite and considerate.
<b>Participate</b>	You are actively engaged with wider opportunities and understand how you can be successful in the next stage of life.	I will engage in extracurricular, community service & trips and take on leadership roles & responsibilities

## Student responsibilities

We expect all students to be **'Ready, Respectful and Safe.'**

- To behave in a polite and respectful manner at all times.
- Respecting all members of the school community and the school environment.
- To behave positively in all lessons without disrupting the learning of others.
- Positively follow and model the schools code of conduct and behaviour expectations.
- Follow instructions given by staff at the first time of asking.
- Act as positive ambassadors for the School in the local community
- To ensure that you do not bring inappropriate or unlawful items into School.

## We ask parents to ensure that their children ....

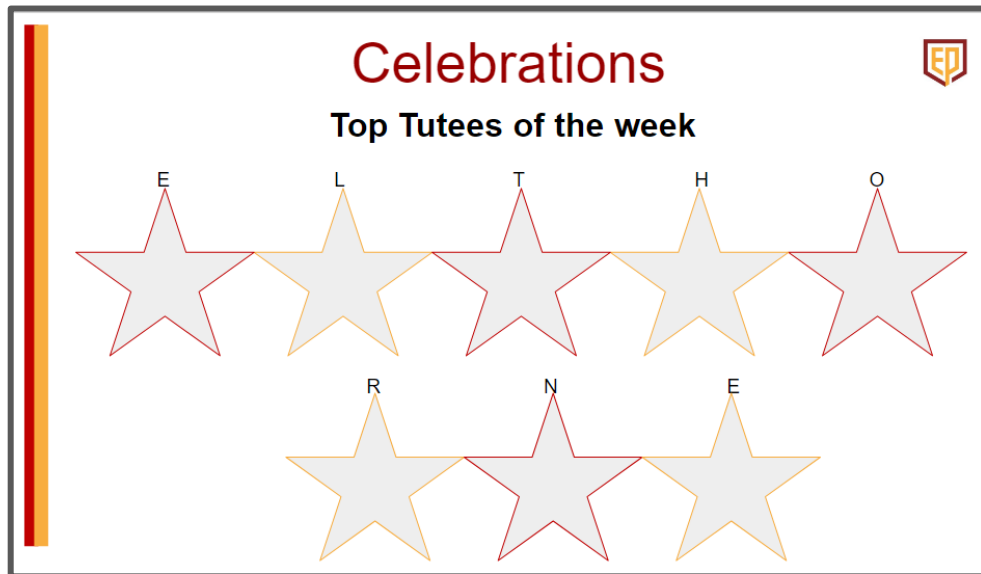
- Attend school each day and arrive on time.
- Arrive to school in full school uniform, correct books and ID card and lanyard.
- Behave politely and respectfully in school and in the local community
- Behave in a safe manner to ensure they do not place themselves or others at risk
- Complete home learning tasks each evening as set by teachers
- Follows the school's behaviour code of conduct and related procedures outlined in the school's behaviour policy. If your child is being supported with their behaviour; support conditions set out in your child's behaviour support plan.

We ask that parents inform the school immediately (Tutor and Year Leader) should you become aware of any circumstances that may affect your child's behaviour at school. We also ask parents to regularly celebrate and praise their child's achievements at school.

## Rewards

Staff will award students with credits and these will be celebrated through

- Award evenings
- Fast track lunch passes 'beat the queue'
- Busy Bean passes
- Celebrations in weekly am registration including 'teacher shout outs'
- Certificates and Badges for excellent conduct (Bronze, Silver and Platinum)
- School trips
- Personalised 'student of the week' pens
- Emails and phone calls home



### Students can be awarded for

- Significant or improved progress and achievement in academic work.
- High level attainment and academic excellence in academic work.
- Significant progress in terms of personal development and organisational skills e.g. attendance & punctuality, positive & caring behaviour or excellent uniform
- Students service to the school- for example becoming Prefects & helping at open evenings
- Participation in Interform events



## CIEAG: Carers Information, Education, Advice & Guidance

The EPHS Careers Education Information, Advice and Guidance (CIEAG) programme provides our pupils with the opportunity to plan for and manage their pathways effectively, ensuring their progression towards the world of work is ambitious and aspirational. We succeed in this by placing equal emphasis on developing students' character and potential and by beginning the CIEAG journey in Year 7 with dedicated curriculum lessons, employer encounters, workplace trips and drop-down days throughout Key Stages 3, 4 & 5. To support pupils in making realistic and informed decisions about their future we will ensure that pupils:

- develop the employability skills and transferable attitudes necessary to reach their full potential in adult and working life
- are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+ and receive one to one, impartial guidance when making these decisions
- develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- use effectively the paper-based, virtual and staff resources available during PSHCE lessons and PD tutor time to make informed and appropriate choices throughout their school journey
- benefit from links fostered between the school, local businesses, community organisations, further and higher education establishments
- gain practical experience in the world of work
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged

The learning objectives within the programme are age appropriate and designed to support students with the pastoral priorities of each Key Stage:

KS3	KS4	KS5
<i>Recognise that the qualities and skills you have demonstrated both in and out of school that will make you employable</i>	<i>Show how you are developing the skills and qualities which will help you to improve your employability</i>	<i>Explain how you are developing your employability qualities and skills to <b>satisfy your own expectations and the future expectations of your employers and co-workers</b></i>

Please do get in touch with our careers lead, [Ms A Crix](#) / (020) 8566 1166 Ext: 1318, should you wish to make any further enquiries about the programme.

If you are a parent or an employer who could offer support to the school by facilitating a work place experience, delivering a careers talk or running an employability workshop, please complete [this form](#).

# Personal Development Programme

Personal Development (PD) is a rich set of experiences designed to support students in navigating the world around them as they grow through adolescence and into adulthood.

As you learn more about the programme, you may come across the following acronyms:

**PSHCE(E):** Personal Social Health Citizenship (Economic) Education

**RSE:** Relationships & Sex Education

**CIEAG:** Careers Information, Education, Advice & Guidance

**SMSC:** Spiritual Moral Social Cultural development

**Citizenship & British Values:** democracy, politics, parliament and voting as well as human rights, justice, media literacy, the law and the economy, the rule of law, individual liberty, mutual respect, acceptance of different faiths and beliefs

At the core of the PD programme is the PSHCE curriculum which is coherently planned and sequenced to ensure appropriate progression across all key stages. As well as the 1 hour per week dedicated curriculum time for PSHCE lessons throughout Key Stages 3, 4 & 5, students will participate in 25-minute PD sessions during tutor time every day. Students will also engage in whole school events and drop-down days including charity drives, careers fairs and safety workshops to ensure that PD priorities are integrated into the whole student journey. At EPHS, we believe that effective PD isn't just about teaching pupils from a whiteboard; it's about contributing to a community that celebrates everyone and respects that diversity is a strength, not a divisive force.

Below is an overview of the PSHCE curriculum units. Please note that RSE is a statutory requirement in all schools. Please see the RSE policy for further details about compulsory topics and the right to withdraw.

Year Group	Unit 1	Unit 2	Unit 3	Unit 4
7	<b>Celebrating Diversity</b> Identity, cultural values, government structure	<b>RSE</b> Friendships, sex & gender, bullying, puberty	<b>Staying Safe</b> E-safety, community risks, intro to dangerous substances	<b>Career Pilot</b> Employability, linking subjects to career choices, communication skills
8	<b>Health &amp; Safety</b> Basic First Aid, sun safety, immunisations, road safety, nutrition	<b>RSE</b> LGBTQ+, contraception, changing friendships, consent & personal space	<b>Positive Wellbeing</b> Mental health risks, body image, media impact on self esteem	<b>Ethical Consumerism</b> Global development, sustainability, fair trade, local responses
9	<b>Addiction and Substances</b> Grooming, links between gangs and addiction, physical effects of addiction and substance misuse	<b>RSE</b> Diversity in family relationships, domestic abuse, consent, reasons for having intercourse.	<b>Current Affairs</b> Topical discussion lessons linked to PSHCE themes.	<b>Positive Life Skills</b> Academic skills including referencing and note taking, career pilot, intro to personal finance
10	<b>Employability and Your Future</b> LMI, Employability skills, intro to Post 16 pathways, personal branding	<b>RSE</b> Pregnancy and options, STDS, sexual harassment, local responses to sexual safety	<b>Human Rights</b> Equality and Diversity, understanding the protected characteristics, preventing prejudice	<b>Staying Safe</b> County Lines, gang culture, your position in the world, crime and punishment
11	<b>Post 16 Options</b> Pathways, entry requirements, careers information, local choices	<b>Personal Finance</b> Debt, savings, employment rights, managing money	<b>RSE &amp; Future Security</b> Personal branding, lifestyle risks (drugs, driving, alcohol, sex) online personas, leaving school considerations	
12	<b>6<sup>th</sup> Form follow a series of topical / targeted lessons across the two years. Themes include:</b> Toxic masculinity, equality in the UK, cancer screening and treatment, medical ethics and blood donation, personal finance, substance misuse and addiction, feminism, subcultures, county lines, cultural appropriation, healthy relationships, sexual health			<b>Future Pathways</b> Introduction to UCAS, writing personal statements and CVs
13				



## Art: Fine Art

### Modules of Study

Fine art explores ideas, conveys experiences or responds to a theme or issue of personal significance. The areas of study are very broad and cover drawing, painting, sculpture, printmaking, installation and mixed media.

In the Autumn term, students will have the opportunity to refine and finish their Structures project and learn how to:

- Develop, refine and record ideas.
- Present a personal response that realises intentions.
- Improve creative skills through the effective and safe use of media, materials, techniques, processes and technologies.
- Successfully use visual language and the formal elements, e.g. colour, line, form, shape, tone, space and texture.
- Use drawing skills for different needs and purposes.

In January, the exam board will give students a topic for their exam sketchbook that will develop towards a final piece. Students will produce their final piece in a 10-hour timed exam at the beginning of May.

### **Autumn - Structures Project Refinement**

- Drawing techniques
- Using different media
- Painting techniques
- Analysing artists and art movements

### **Spring - Externally Assessed Assignment – exam set by the exam board**

- Exploring a theme
- Experimenting with different media
- Learn about various Modern/Postmodern artists
- Analysing artists and art movements

### **Summer**

- Preparing for final exam
- Final 10-hour exam, beginning of May

### **Assessment/Exam**

Exam board – **Edexcel**

Paper name/Specification code – **Fine Art (1FA0)**

For past paper questions, see website – Art and Design subject:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

Controlled assessment – **10-hours in the Summer term**

### **Key Texts**

GCSE Bitesize – Art and Design, Keith Winser

The Essentials of GCSE Art & Design, Nick Eggleton (Lonsdale Revision Guides)

### **Key Websites**

[www.artcyclopedia.com](http://www.artcyclopedia.com)

[www.artchive.com](http://www.artchive.com)

<https://uk.pinterest.com/>

<https://artsandculture.google.com/>

<https://www.studentartguide.com/>

Individual artist websites and Google images

## Art: Graphics

### Modules of Study

Graphic communication introduces students to a visual way of conveying information, ideas and emotions using a range of graphic media, processes, techniques and elements such as colour, icons, images, typography and photographs.

Students should conduct primary and secondary investigations during their design development and explore traditional and/or new technologies. They will also consider the use of signs and symbols and the balance between aesthetic and commercial considerations.

**Projects 1 and 2 will make up most of the 60% personal portfolio (coursework)**

### Autumn

#### **Improve and Develop Projects 1 and 2**

Students will develop and demonstrate their skills in the following areas and present them in a sketchbook:

- Drawing, illustration, photography, typography, repeat patterns, analysis of designers' work, design context and target audience
- Students will develop final ideas and products in Photoshop and Illustrator

### January – May

#### **Exam Assessment Project: Brief – to be set by the exam board**

Students will create a portfolio that will demonstrate the following skills:

- Photography, drawing, design using computer software, an understanding of typography, ability to develop 3D products and packaging, able to use and experiment with different materials

### Assessment/Exam

Exam board – **Edexcel**

Paper name/Specification code – **Art and Design; Graphics Communication/1GCO**

Year 10 mock exam – a 10-hour exam, where students must work independently in the workshop and computer room to produce a point of sale display to promote their product.

Personal portfolio (coursework) – 60% will consist of festival project, food product project.

A student's personal portfolio (coursework) must show evidence of all four assessment objectives (AOs). The AOs are interrelated and will be delivered in a holistic way. Through this component, students must:

- Develop ideas through investigations, demonstrating critical understanding of sources (AO1)
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (AO2)
- Record ideas, observations and insights relevant to intentions as work progresses (AO3)
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (AO4)

Exam – students will be given an exam paper in January which will include the theme and some inspiration. They will have eight school weeks to complete a portfolio in preparation for the final 10-hour exam when they will make a final product. Both the portfolio and the 10-hour exam will contribute to the 40%. The work must cover all the assessment objectives written above



# **Business**

## **Modules of Study**

### **Autumn - Unit 3 – Business Operations**

Students should understand the interdependent nature of business operations, human resources, marketing and finance. Students will learn about the different types of production (job and flow), lean production, JIT stock control, procurement, logistics and quality management. The benefits of good customer service are also a part of this unit.

### **Spring - Unit 5 – Marketing**

The importance of identifying and satisfying customer needs, types of segmentation, purposes and methods of market research, pricing methods, the factors that influence pricing decisions, product differentiation, the product life cycle, promotional methods and methods of distribution.

### **Summer - Unit 6 – Finance**

Students will learn about sources of finance, the difference between turnover and profit, cash flow forecasting, the difference between variable costs, fixed costs and total costs, average rate of return and break even.

## **Assessment/Exam**

Exam board – **AQA**

Specification code – **8132**

This course is assessed by two external exams which are sat at the end of Year 11. Internal exams will take place at published times, through the year.

## **Key Texts**

AQA GCSE (9-1) Business, Second Edition

## **Key Websites**

<https://www.bbc.co.uk/bitesize/subjects/zpsvr82>

<https://www.tutor2u.net/>

# Computer Science



## Modules of Study

GCSE Computer Science is a demanding course which is designed to give students a real, in-depth understanding of how computer technology works. It goes 'behind the scenes' to look at how computers work and includes an introduction to computer programming. Hardware and software systems will be investigated from a technical and scientific perspective. There is a greater emphasis on 'computational thinking' and cyber security. The main skills required from students for the programming elements of the course are logical and analytical methods of thinking. Students will learn the Python programming language to apply these skills.

### **Unit J277/01 – Computer Systems**

This component will introduce students to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that students will become familiar with the impact of computer science in a global context through the study of ethical, legal, cultural and environmental concerns associated with computer science.

### **Unit J277/02 – Computational Thinking, Algorithms and Programming**

Students will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Students will be encouraged to apply for this knowledge and understanding using computational thinking. Students will become familiar with computing related mathematics.

## Assessment/Exam

Exam board – **OCR**

Specification code – **Computer Science (9-1) – J277**

Students follow the linear course with exams in Year 11.

Unit J277/01 – Computer Systems is assessed by a final exam in Year 11 (1 hour 30 minutes and worth 50% of the GCSE)

Unit J277/02 – Computational Thinking, Algorithms and Programming is assessed by a final exam in Year 11. This exam includes a section that tests student's ability to write or refine algorithms in a high level programming language (1 hour 30 minutes and worth 50% of the GCSE)

## Key Resources

Revise OCR GCSE (9-1) Computer Science Revision Guide Revise OCR GCSE Computer Science paperback

Revise OCR GCSE (9-1) Computer Science Revision Workbook – for the 9-1 exams

## Key Websites

<https://student.craigndave.org/gcse-ocr-j277-computer-science-videos>

<https://www.bbc.co.uk/bitesize/examspecs/zmtchbk>

# Creative iMedia

## Modules of Study

The OCR Level 2 Certificate in Creative iMedia has been designed to engage and enthuse students with an interest in creative computing. They will learn to create interactive multimedia products through research, planning, reviewing and working with others to communicate creative concepts effectively.

This course suits students that are aiming to learn computing applications through a vocational pathway rather than the academic route. Additionally, this qualification will expose students to state- of-the-art computing trends.

## Assessment/Exam

Exam Board – **OCR**

Specification Code – **J834**

<b>Unit</b>	<b>Unit Name</b>	<b>Assessment</b>
<b>R093</b>	Creative iMedia in the Media industry	Practical examination, externally assessed written paper – 1 hour 30 minutes
<b>R094</b>	Visual Identity and digital graphics	Internally assessed coursework 10 hours
<b>R099</b>	Digital Games	Internally assessed coursework 10 hours





# Creative Media Production

## Modules of Study

### **Autumn - Developing Digital Media Production Skills**

In component 2, students will develop practical media production skills and techniques. They will have the opportunity to specialise in one or more of the following media sectors: audio/moving image, publishing and/or interactive media. They will take part in workshops and classes whereby they'll develop practical skills and techniques applying these to relevant pre-production, production and post-production processes when reworking an existing media product(s). During students' development, they will review their own progress and consider how to make improvements.

### **Spring - Create a Media Product in Response to a Brief**

In this component, students will respond to a client brief and create a product in one of the following media sectors: audio/moving image, publishing or interactive. They will interpret the client's need and engage in the process of ideas generation, selecting and refining their ideas until they are satisfied that they have an idea that meets the requirements of the brief. They will undertake pre-production planning to demonstrate to the client how their ideas will be implemented within a planned media product. Throughout the pre-production process, they'll need to monitor and review the effectiveness of their planning and intended outcome to ensure that their planned media product is fit for audience and purpose. This should enable them to make the necessary amendments and improvements to their proposed product as they enter the production stage of the process and create a suitable digital media product in response to the brief.

## Assessment/Exam

Components 1 and 2 are assessed through internal assessments. Internal assessments for these components have been designed to relate to achievement of application of the conceptual underpinning knowledge for the sector through realistic tasks and activities. The two internal assessments contribute 60% of the total qualification GL.

Synoptic external assessment for component 3 – the external assessment takes the form of a set task taken under supervised conditions that is then marked and graded by Pearson. Students are permitted to re-sit the external assessment once during their program by taking a new assessment. The external assessment contributes 40% of the total qualification GL.

## Key Texts

Student book - BTEC Level 2 First Creative Media Production

## Key Websites

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production.html>

<https://www.creativebloq.com/computer-arts-magazine>

# Design & Technology

## Modules of Study

### **September to February - Non-Examined Assessment (NEA)**

During the Autumn term, students will work on developing and testing their design proposals in order to plan the production of their final idea. They will be required to produce a high quality, working prototype and to record the stages of making as they go along. The final product must be tested and evaluated by potential users. NEA is worth 50% of the final GCSE grade.

### **February to March**

Students will learn about the core elements of the course that were not covered in Year 10. In particular, they need to have a basic working knowledge of the properties and uses of fibres and fabrics, paper and boards.

### **April to June**

Exam preparation

Revision of course content

Exam technique and how to tackle extended answer questions

Preparation for Section B of the exam paper

### **Assessment/Exam**

Exam board – **Eduqas**

Specification code – **C600QS**

### **Key Texts**

Revision Guide, CGP: GCSE Design and Technology, AQA Specification 2017

Textbook: AQA GCSE (9-1) Design Technology, M.J. Ross, PG Online 2017



# Drama

## Modules of Study

### **Professional Theatre**

In preparation for the Live Theatre question in the written exam (**Component 1, Section C**), all students will watch at least two professional performances. They will be asked to make detailed notes on how the production elements have been used to create an effective performance. Discussion and further evaluation/analysis will take place in class.

### **Autumn - Component 2: Devising Drama**

Students will devise, rehearse and perform original pieces of drama. Students will also complete a devising log (written coursework). Students can be assessed as performers or designers for this component. Their exam piece will be performed in front of a live audience – it will be recorded and sent to the examination board.

### **Spring - Component 3: Texts in Practice**

Students will prepare and perform two extracts from a chosen text. This can be in the form of monologues or duologues. Students can be assessed as performers or designers. Their exam piece will be performed in front of a live audience. An examiner from AQA will come to assess the exam.

### **Summer - Component 1: Understanding Drama (Written Exam)**

Students will revisit the set text in preparation for Section B of the written exam. They will also revise for Sections A and C.

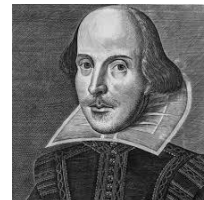
### Assessment/Exam

Exam board – AQA

Paper name/Specification code – GCSE Drama/8261

### Key Website

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>



# **English**

## **Modules of Study**

### **Explorations in Creative Reading and Writing**

In this unit, students will explore different analytical approaches to reading fiction with a particular focus on 19<sup>th</sup> and 20<sup>th</sup> century literature. The second part of this unit develops some of the creative writing skills introduced in the Year 10 London writing unit.

### **An Inspector Calls**

This unit introduces this English Literature examination text. The play, by JB Priestley takes on themes of inequality and social responsibility. Students will learn about the language and structure of the play as well as how the historical context of its Edwardian setting informs the meaning and messages within.

### **Unseen Poetry**

This unit introduces the skills needed to study and write about poems for the unseen element of the English Literature GCSE. Students will look at a range of poems and practice making writing analytically, making links between them and coming up with original and insightful interpretations.

### **Writer's viewpoint and perspectives**

In this unit, students develop their understanding of analytical strategies to apply to non-fiction texts with coverage of writing from 19<sup>th</sup> to 21<sup>st</sup> centuries. Students then use their understanding of the genre to develop their own non-fiction writing.

### **Revising the Course**

This unit has a particular focus on analytical approaches to unseen or extract based texts as well as ensuring that all elements of both GCSEs are given sufficient coverage.

## **Assessment/Exam**

Exam board – **AQA**

Specification code – **English Language/8700 and English Literature/8702**

Students are assessed every three to four weeks through 'Checking Point' assessments that use the same format as GCSE exam papers in order to familiarise students with responding to GCSE assessment objectives.

In addition to these regular assessments, students will sit two English Literature mock papers in June covering the texts studied to date.

## **Key Texts**

Dependent upon class and teacher

## **Key Websites**

[www.bcbitesize.com](http://www.bcbitesize.com)

Past papers – [www.aqa.org.uk](http://www.aqa.org.uk)



# **Enterprise**

## **Modules of Study**

### **Autumn - Unit 3 – Finance for Business and Enterprise**

Different methods of promotion used by enterprises, their suitability for different sizes of enterprise and the factors to consider when choosing the most appropriate. Cash flow forecasting, break even analysis and different sources of business finance.

### **Spring - Component 2 – Planning for and Pitching an Enterprise Activity**

Students will individually select an idea for a micro-enterprise activity to plan and pitch. Any enterprise needs to plan how it will succeed through working out how it can harness physical, financial and human resources, which means the skills that you and others bring. An entrepreneur will also have to pitch their ideas to an audience in order to secure funding. They will individually pitch their business plan for their idea to an audience and then use the feedback to review their plan and pitch.

### **Assessment/Exam**

Exam board – **EdExcel**

This course is assessed through a mixture of external exams and internal coursework.

### **Key Texts**

BTEC Level 2 Enterprise student book

### **Key Websites**

<https://www.bbc.co.uk/bitesize/subjects/zpsvr82>

<http://www.beebusinessbee.co.uk/>

<https://www.businessed.co.uk/>

# Food Preparation & Nutrition



## Modules of Study

Students are required to bring in their own ingredients to all practical lessons which are usually held weekly

### Autumn

- NEA Task 1: Food Science Investigation (deadline is half term)
- NEA Task 2: Food Preparation Assessment (research, recipe development and testing)
- Preparation for Pre Public Exam (PPE)

### Spring

- NEA Task 2: Food Preparation Assessment (selecting the final menu, time plan, practical exam and final evaluation)
- Exam technique

### Summer

- Revision of subject content topics:
  - Food, nutrition and health
  - Food science
  - Food safety
  - Food choice
  - Food provenance

## Assessment/Exam

Exam board – **AQA**

Specification code – **Food Preparation and Nutrition/8585**

One exam and two NEA tasks

Written exam in June 2024 – external exam worth 50% of the qualification (100 marks)

Students will sit a 1 hour, 45-minute paper. They will be tested on their knowledge and understanding of nutrition and health, food science, food safety, food choice and food provenance.

NEA tasks – two tasks worth 50% of the qualification (100 marks), to be completed under exam conditions in Year 11.

Task 1 – Food investigation: students will choose one task from three exam board set investigation tasks and will write a hypothesis and decide on appropriate investigations to carry out. Their understanding of the working characteristics, functional and chemical properties of ingredients will be demonstrated. Practical investigations are a compulsory element of this NEA – 10 hours, 15% (30 marks).

Task 2 – Food preparation assessment: students will choose one task from three exam board set tasks. Students will be assessed on knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to their chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved – 20 hours, including a 3-hour practical assessment, 35% (70 marks).

## Key Texts

AQA GCSE Food Preparation and Nutrition – Anita Tull, Garry Littlewood

Revision guide and exam practice workbook (available to purchase via ParentPay)

## Key Websites

<http://www.britishnutritionfoundation.co.uk> (for nutritional analysis used in NEA tasks)

<http://www.focusonfoodcookschool.co.uk/> (for cooking skills and recipes)



# French

## Modules of Study

### **Autumn - *Holidays***

- Ideal holiday
- Hotels and restaurants
- Travelling
- Buying souvenirs
- Holiday disasters

### **My school**

- At school
- Comparing schools in France and the UK
- School rules

### **Spring - My Life**

- Healthy living
- Bad influences
- A school exchange

### **Education post-16**

- Career choices
- Plans, hopes and wishes
- Applying for jobs

### **Local, National, International and Global Areas of Interest Global issues**

- Our planet
- Protecting the environment
- Ethical shopping
- Charity/voluntary work
- Discussing big events
- Revision and exam practice

## Assessment/Exam

Exam board – **AQA**

Specification Code – **French/8658**

## Key Texts

In school, students can access AQA GCSE French interactive textbook 'Studio'

Grammar workbook

French dictionary





# Geography

## Modules of Study

### Autumn

- Fieldwork
- Natural Hazards – Tectonics

### Spring

- Nigeria - a newly emerging economy
- The changing UK economy

### Summer - Geographical Applications (Paper 3) and Revision

- Paper 3 is split into two halves, fieldwork and decision-making.
- The decision-making element is based around a pre-released booklet that students will receive 12 weeks before the exam. It is imperative that the students fully engage with this document. A 'mini-mock' of just this element will take place in lessons leading up to the exam.

The geographical applications unit is synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. Students will be able to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

### Assessment/Exam

Exam board – AQA  
PPE in the Summer term

### Key Texts

GCSE Geography AQA (Student book)  
OUP (available online via Kerboodle)  
Essential Geography Skills, Thornes

### Key Websites

Past papers – <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>  
<https://www.kerboodle.com/>  
<https://www.bbc.co.uk/bitesize/subjects/zkw76sg>  
<https://www.s-cool.co.uk/gcse/geography>  
<https://geoactive.com/>  
<https://www.bbc.co.uk/news>  
<https://senecalearning.com/en-GB/>

The Geography department expects all students to log into and check Show My Homework at least twice a week so that they don't miss out on extra reading, departmental information, homework tasks and other useful resources.



# German

## Modules of Study

### **Theme 2 – Local, National and Global Interests**

- Staying fit and healthy
- Using technology
- Advantages and disadvantages of technology

### **Theme 2 – Local, National and Global Interests**

- Die Ferien – planning holidays
- Making bookings
- Transactional language
- Roleplays in town

## Spring

### **Theme 3 – Current and Future Study and Employment**

- Post-16 choices
- University or work
- Choice of career

### **Theme 2 – Local, National and Global Interests**

- Global issues – environment
- Poverty
- Homelessness

## Summer

### **Theme 2 – Local, National and Global Interests**

- Die Ferien – holidays and travel
- Experiences / Festivals and Events
- Revision of all themes
- Practice papers
- In depth speak and writing practice

## Assessment/Exam

Exam board – AQA; Specification code – 8668

Paper 1 – Listening: students listen to native German speakers speaking on the topics covered in the syllabus and respond with short answers, multiple choice etc.

Paper 2 – Speaking: conducted in April/May of Year 11, there are three sections to the exam: A roleplay, a photo card & a general conversation on a range of topics

Paper 3 – Reading: students read short authentic German texts on the topics covered in the syllabus and respond with short answers, multiple choice. Translation from German to English.

Paper 4 – Writing: two to three short written tasks to be completed in German and one translation task from English to German.

## Key Texts

Stimmt AQA GCSE textbook used in class

Stimmt AQA GCSE German Grammar and Translation workbook for homework tasks

Dictionary to use at home and in class – bring to every lesson

## Key Websites

Quizlet: [www.quizlet.com](http://www.quizlet.com)

Languages online: <https://www.languagesonline.org.uk/Hotpotatoes/germanindex.html>

Active Learn: Stimmt GCSE German : <https://www.pearsonactivelearn.com/app/library>

# **Health & Social Care**

## **Modules of Study**

### **Component 3 – Health and Wellbeing**

Students will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators and how to design a health and wellbeing improvement plan.

In this component, students will look at the factors that can have a positive or negative influence on a person's health and wellbeing. Students will learn to interpret physiological and lifestyle indicators and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

### **Assessment/Exam**

Exam board – **EdExcel**

Specification code – BTEC Level 1/Level 2 Tech Award in Health and Social Care – 603/0395/5

### **Key Texts**

Pearson BTEC Tech Award Health and Social Care, Student Book, Baker, Burgess, Haworth Lifespan Development, Pearson Education Limited (2015), Boyd D, Bee H

### **Key Websites**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>

<https://www.mind.org.uk/information-support>

[www.nhs.gov.uk](http://www.nhs.gov.uk)

[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)



# History

## Modules of Study

### **Autumn - Crime and Punishment in Britain c1000 – present**

Study of medieval crime and punishment from Normans to Tudors

Early Modern experience of vagabonds, new laws and punishment techniques, the rise and fall of the church

Industrial Period studies- developing technology and laws showcasing change and continuity over time

Modern period focusing on new classification of crime and its impact

Case studies – use of trial by ordeal and reasons for it ending, Gunpowder plot, Pentonville Prison and the Derek Bentley case and its significance in the abolition of the Death Penalty.

The Historic Environment – Whitechapel c1870 – c1900, crime, policing and the inner city, the local context of Whitechapel (housing, overcrowding, crime, poverty and discontent) Lodging houses and pubs

Immigration

Organisation of policing in Whitechapel (H Division, issues of alcohol, prostitution, gangs and Anti-Semitism)

Investigative policing (case study – Jack the Ripper)

National and regional policing – the wider picture

### **Spring - Superpower Relations and the Cold War 1941 – 1991**

New ideological conflicts looking at Yalta, Potsdam and Tehran conferences, the East/west divide across Europe in the 1940s with the Iron Curtain, NATO, Warsaw and Cominform agreements

The destalinization and Thaw periods looking at the development of the arms and space race

Case studies of Hungary, Cuba, Czechoslovakia and the threat of nuclear war and increasing tensions.

Consequences of uprisings

Rise and failure of détente and the easing of tensions

Regan and Gorbachev and the issue between the 2

The war in Afghanistan

Fall of the Berlin Wall and the impact and end of the USSR

## Assessment/Exam

Exam board – **EdExcel**

Specification code – **1H10 – Option 1H10BR**

Extended written tasks alongside source analysis skills are examined at the end of each unit. At the conclusion of the year, students are examined on all historical skills taught throughout the year

## Key Texts

Weimar and Nazi Germany 1918 – 1939, GCSE History for Edexcel

Superpower Relations and the Cold War 1941 – 1991

Please see previous past exam papers and textbooks for practice exam question

## Key Websites

<https://spartacus-educational.com/>

<https://www.historylearningsite.co.uk/>

<https://schoolhistory.co.uk/>

<https://www.historyonthenet.com/>



# Mathematics

## Modules of Study

### Autumn, Spring and Summer – Foundation

18. Graphs 2	Identify and interpret roots, intercepts and turning points of quadratic functions	160, 98
	Solve quadratic equations by finding approximate solutions using graphs	98,
	Recognise, sketch and interpret graphs of linear, quadratic, cubic and reciprocal functions	96, 98, 161
	Plot and interpret real-life graphs	216a
19. Pythagoras, Trigonometry and Vectors	Use Pythagoras' theorem	150
	Use SOHCAHTOA to find missing angles and sides	168
	Know exact values of $\sin\theta$ , $\cos\theta$ and $\tan\theta$ for 0, 30, 45, 60 and 90 degrees	173
	Calculate with column vectors and draw vector diagrams	174
20. Combined Events	Understand and use set notation	127b
	Use Venn diagrams to record outcomes and calculate probabilities of events	127a, 185
	Construct a sample space diagram and use to calculate probabilities	126
	Use a tree diagrams to represent two events (frequency and probability)	57
	Use tree diagrams to calculate the probabilities of independent and dependent events	151, 175
21. Sequences	Generate a linear sequence using term to term or position to term rule	37, 102
	Generate a quadratic sequence using term to term or position to term rule	37, 102
	Generate the nth term of linear sequences	103
	Recognise special types of sequences and calculate terms	104, 163
22. Units and Proportion	Calculate with standard and compound units	142
	Compare lengths, areas, and volumes of similar shapes	200
	Solve direct and inverse proportion	199
	Interpret graphs that illustrate direct and inverse proportion	216b
	Set up, solve and interpret growth and decay problems	216b

### Autumn, Spring and Summer - Higher

19. Pythagoras, Trigonometry and Vectors	Use Pythagoras' theorem	150, 217
	Use SOHCAHTOA to find missing angles and sides	168, 218
	Know exact values of $\sin\theta$ , $\cos\theta$ and $\tan\theta$ for 0, 30, 45, 60 and 90 degrees	173
	Use the sine and cosine rules to find missing length and angles	201, 202
	Use the sine rule for the area of a triangle	203
	Calculate with Vectors and use them in geometric proofs	174, 219
20. Combined Events	Understand and use set notation	127b
	Use Venn diagrams to record outcomes and calculate probabilities of events	127a, 185
	Construct a sample space diagram and use to calculate probabilities	126
	Use a tree diagrams to represent two events (frequency and probability)	57, 151, 175
	Use tree diagrams to calculate the probabilities of independent and dependent events	57, 151, 175
	Calculate conditional probability	204
21. Sequence	Generate a linear sequence using term to terms or position to term rule	37, 102
	Generate a quadratic sequence using term to term or position to term rule	37, 102
	Generate the nth term of linear and quadratic sequences	103, 213

	Recognise special types of sequences and calculate terms	104, 163
<b>22. Units and Proportion</b>	Calculate speed, density and pressure	142
	Convert between standard units and compound units	142
	Use compound measures	142
	Compare lengths, areas and volumes of similar shapes	200
	Solve direct and inverse proportion	199
	Rates of change	216b
	Set up, solve and interpret growth and decay problems	216b
	<b>23. Algebraic Proofs</b>	Odd/Even proofs
LHS / RHS proofs		193, 184, 189
Counter examples		193, 184, 189
Algebraic identities		193, 184, 189

### Assessment/Exam

Exam board – **Edexcel**

Specification Code – **1MA1**

### Chapter Assessments

(1-2 per half term with dates provided by classroom teachers)

### Key Assessments (2 per year)

#### **Autumn 2: PPE Window 31<sup>st</sup> October to 17<sup>th</sup> November 2023**

In hall conditions, full paper covering whole curriculum

1 x 90 minute paper Non Calc

1x 90 minute paper Calculator permitted

#### **Spring 2: PPE Window 20<sup>th</sup> February to 8<sup>th</sup> March 2024**

In hall conditions, full paper covering whole curriculum

1 x 90 minute paper Non Calc

1x 90 minute paper Calculator permitted

### Key Texts

Kerboodle.com for the textbook used in class. This includes a range of revision questions, written solutions and supporting videos. Login using your school google account.

### Key Websites

<https://vle.mathswatch.co.uk/vle/>

<https://www.kerboodle.com/users/login>

Students will have their own login details and a course guide in their maths books for further details.



# Music

## Modules of Study

### **Autumn**

- Performance solo exam
- Continuation of Composition 1 and beginning of Composition 2
- Two set works (Afro-celt Sound System and Bach)
- Listening and appraising Pre-Public Examination (PPE)

### **Spring**

- Focus on Composition 1 or 2 to complete for exam (30%)
- One set work (Beethoven and Defying Gravity)
- Listening and appraising exam (40%)

### **Summer**

- Listening and appraising revision
- Listening and appraising exam (40%)

## Assessment/Exam

Exam board – **Edexcel**

Specification Code – **1MU0**

Component 1 – Performance (30%) September 2021 and December 2021

Component 2 – Composition (30%) Summer 2021 – Spring 2022

Component 3 – Listening and appraising (40%) June 2022

## Key Texts

Edexcel GCSE (9-1) Music Student Book, John Arkell and Johnny Martin

Pearson Edexcel GCSE (9-1) Anthology of Music, Julia Winterson, Pearson

Edexcel GCSE (9-1) Anthology of Music CD

Edexcel GCSE (9-1) Music Revision Guide, Paul Terry

Rhinegold CGP GCSE (9-1) Edexcel Music Revision and Practice

AB Guide to Music Theory Part 1, Eric Taylor

## Key Websites

<https://www.bbc.co.uk/sounds>

<https://www.musicroom.com/>

<https://www.bbc.co.uk/bitesize/subjects/zpf3cdm>

<https://getrevising.co.uk/>

<https://www.musictheory.net/>

# Physical Education



## Modules of Study

GCSE students will also study the practical component of PE. Practicals include:

Football, Hockey, Health Related Fitness (HRF), Rugby, Basketball, Badminton, Table tennis, Volleyball, Cricket, Softball, Rounders, Cross country, Circuit training, 12-minute Cooper run and more.

<b>Component 1: Fitness and Body Systems</b> <b>Component code: 1PE0/01</b>	<b>Component 2: Health and Performance</b> <b>Component code: 1PE0/02</b>
<b>Content overview:</b> <ul style="list-style-type: none"><li>• Topic 1 – Applied anatomy and physiology</li><li>• Topic 2 – Movement analysis</li><li>• Topic 3 – Physical training</li><li>• Topic 4 – Use of data</li></ul>	<b>Content overview:</b> <ul style="list-style-type: none"><li>• Topic 1 – Health, fitness and well-being</li><li>• Topic 2 – Sport psychology</li><li>• Topic 3 – Socio-cultural influences</li><li>• Topic 4 – Use of data</li></ul>
<b>Assessment overview:</b> The assessment consists of multiple-choice, short-answer and extended writing questions. Students must answer ALL questions. Calculators can be used in the exam.	
<b>Exam overview:</b> 1 hour and 45 minutes – 90 marks 36% of the qualification	<b>Exam overview:</b> 1 hour and 15 minutes – 70 marks 24% of the qualification

<b>Component 3: Practical Performance</b> <b>Component code: 1PE0/03</b> <b>Non-Examined Assessment (NEA)</b>
<b>Content overview:</b> <ul style="list-style-type: none"><li>• Skills during individual and team activities</li><li>• General performance skills</li></ul>
<b>Assessment overview:</b> The assessment consists of students completing three physical activities from a set list. One must be a team activity. One must be an individual activity. The final activity can be a free choice. Students will be assessed against set assessment criteria found in the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physical Education Practical Performance Assessment criteria. Each activity can last up to 12 hours. These will be assessed by the teacher and moderated by Pearson.
<b>NEA overview:</b> Internally marked and externally moderated -105 marks (35 marks per activity) - 30% of the qualification

<b>Component 4: Personal Exercise Programme (PEP)</b> <b>Component code: 1PE0/04</b> <b>NEA</b>
<b>Content overview:</b> <ul style="list-style-type: none"><li>• Aim and planning analysis</li><li>• Carrying out and monitoring the PEP</li><li>• Evaluation of the PEP</li></ul>
<b>Assessment overview:</b> The assessment consists of students producing a PEP and will require students to analyse and evaluate their performance. These will be assessed by the teacher and moderated by Pearson.
<b>NEA overview:</b> Internally marked and externally moderated - 20 marks - 10% of the qualification

## Assessment/Exam

Exam board – Edexcel

Specification Code - 1PE0

## Key Texts

Edexcel GCSE Physical Education Student book (ISBN: 9780198370215)

## Key Website

<https://www.bbc.co.uk/bitesize/subjects/znyb4wx>



# PSHCE (Personal, Social, Health and Citizenship Education)



## Modules of Study

### **Wellbeing**

- Confidence and self-esteem
- Resilience
- Mindsets
- Personal development

### **Relationships and Sex Education (RSE)**

- Pregnancy
- Sexual activity
- Safe sex
- Sexting and grooming
- Abortion and adoption
- Religious responses

### **Drugs Awareness**

- Impact of drugs
- Addiction
- Tobacco production
- E-Cigarettes

### **Social Awareness**

- Impact of crime
- Gangs and gang culture
- Youth justice system
- Capital punishment

### **Assessment/Exam**

There is no formal exam for PSHCE. However, across the course, students use teacher, self and peer assessments to ensure they are continually striving towards a deeper understanding of themselves and the world around them. These could include written work or individual and group presentations.

### **Key Websites**

<https://www.bbc.co.uk/bitesize/subjects/ztv9j6>

<https://www.pshe-association.org.uk/>

Elements of the RSE curriculum are a statutory requirement in schools.

We regularly review the content of our curriculum to ensure it is in line with government guidance.

Each year, all students also have access to sessions on Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE) in line with statutory guidelines.



# Religious Studies

## Modules of Study

- Religion and Ethics through Christianity (50%)
- Religion, Peace and Conflict through Islam (50%)

Autumn	Spring	Summer
<p><b>Living the Muslim life</b></p> <ul style="list-style-type: none"> <li>● Ten Obligatory Acts</li> <li>● Salah (Prayer)</li> <li>● Hajj</li> <li>● Jihad</li> </ul> <p><b>Revision of Y10</b></p> <ul style="list-style-type: none"> <li>● Use of personalised learning checklists</li> <li>● Practice exam questions</li> <li>● Recap lessons</li> </ul>	<p><b>Peace and Conflict</b></p> <ul style="list-style-type: none"> <li>● Peace making</li> <li>● Conflict and peace</li> <li>● Pacifism</li> <li>● Just War theory</li> <li>● Holy war</li> <li>● Weapons of mass destruction</li> </ul> <p><b>Revision and review</b></p> <ul style="list-style-type: none"> <li>● Self, peer and teacher assessment</li> <li>● Mark schemes and improvements</li> <li>● Exam technique</li> <li>● Timings and writing styles</li> </ul>	<p><b>Revision of gap and consolidation</b></p>

## Assessment/Exam

Exam board – **Edexcel**

Paper name/Specification code – **1RBO Option 1RBOZN**

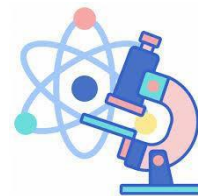
## Key Texts

All students will have access to a digital copy of both textbooks through Kerboodle.

## Key Website

[Edexcel GCSE Religious Studies B \(2016\) | Pearson qualifications](#)

[https://www.kerboodle.com/users/login?user\\_return\\_to=%2Fapp](https://www.kerboodle.com/users/login?user_return_to=%2Fapp) - Institution code: bg2



# Science (Combined)

## Modules of Study

Combined Science is a three-year course starting in Year 9

### **Biology**

- Exchange and transport in animals
- Ecosystems and material cycles

### **Chemistry**

- Rates of reaction
- Heat energy changes in reactions
- Fuels
- Earth and atmospheric science

### **Physics**

- Electricity and circuits
- Magnetism and the motor effect
- Electromagnetic induction
- The particle model
- Forces and matter

## Assessment/Exam

Students will be regularly assessed through end of topic tests and an end of year exam

Exam board – **Edexcel**

Paper name/Specification code – **1SC0**

Paper 1: Biology 1, specification code – 1SC0/1BF, 1SC0/1BH

Paper 2: Biology 2, specification code – 1SC0/2BF, 1SC0/2BH

Paper 3: Chemistry 1, specification code – 1SC0/1CF, 1SC0/1CH

Paper 4: Chemistry 2, specification code – 1SC0/2CF, 1SC0/2CH

Paper 5: Physics 1, specification code – 1SC0/1PF, 1SC0/1PH

Paper 6: Physics 2, specification code – 1SC0/2PF, 1SC0/2PH

All of the above are written exams and last 1 hour, 10 minutes each

Each paper above comprises 16.67% of the qualification and are worth a total of 60 marks

## Key Texts

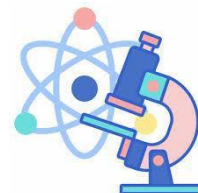
Combined Science textbook

## Key Websites

All students have access to the textbook as an e-book, interactive tutorials and activities through the following:

<https://www.pearsonactivelearn.com/app/Home>

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>



## Science (Separate)

### Modules of Study

The following modules are covered in addition to the Combined Science content

#### **Biology**

- The eye
- Structure and function of the brain

#### **Chemistry**

- Glass, clay and ceramics
- Identifying ions using spectroscopic results
- More on fuel cells
- Bulk and surface properties of matter including nanoparticles
- Synthetic and naturally occurring polymers

#### **Physics**

- Pressure and pressure differences in fluids
- More on space physics
- Specular and diffuse reflection scattering
- Magnetism and the motor effect
- Levers, gears and rotational forces

### Assessment/Exam

Students will be regularly be assessed through end of topic tests and Pre-Public Examinations (PPEs)

Exam board – **Edexcel**

Paper name/Specification code – **Biology (1BI0); Chemistry (1CH0); Physics (1PH0)**

#### Biology

Paper 1: 1BI0/1H, 1BI0/1F

Paper 2: 1BI0/2H, 1BI0/2F

#### Chemistry

Paper 1: 1CH0/1H, 1CH0/1F

Paper 2: 1CH0/2H, 1CH0/2F

#### Physics:

Paper 1: 1PH0/1H, 1PH0/1F

Paper 2: 1PH0/2H, 1PH0/2F

All of the above are written exams and last 1 hour, 45 minutes each

Each paper comprises 50% of the qualification and are worth a total of 100 marks

### Key Websites

Past paper questions – <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExam-materials&filterQuery=category:Pearson-UK:Document-Type%2FQuestion-paper>



## Spanish

### Modules of Study

#### **Autumn - Module 5: Cidades (Cities/Towns)**

- Home & Where I live
- Shops & Shopping
- Future plans

#### **Module 6: De Costumbre (Customs)**

- Typical foods
- Meal times
- Festivals & Music festivals
- Going to a restaurant

#### **Spring - Module 7: ¡A Currar! (Off to Work!)**

- Jobs & Earning money
- Work experience
- Learning languages
- Applying for a job
- Gap years

#### **Module 8: Hacia un Mundo Mejor (Towards a Better World)**

- Types of houses
- Environment
- Global issues & Local actions
- Healthy eating/lifestyles
- International sporting events
- Natural disasters

### Assessment/Exam

Exam board – **AQA**; Specification code – **8698**

The four key skills are assessed (speaking, listening, reading and writing) with equal weighting – 25% each

Paper 1: Listening – students listen to native Spanish speakers speaking on the topics covered in the syllabus and respond with short answers, multiple choice etc.

Paper 2: Speaking – conducted in April/May of Year 11, there are three sections to this exam: a role play, a photo card & a general conversation on a range of topics

Paper 3: Reading – students read short authentic Spanish texts on the topics covered in the syllabus and respond with short answers, multiple choice. Translation from Spanish to English.

Paper 4: Writing – two to three short written tasks to be completed in Spanish, one translation task from English to Spanish.

### Key Texts

¡Viva! AQA GCSE Spanish Higher/Foundation - Pearson

AQA GCSE Spanish grammar and translation workbook; GCSE core vocabulary booklet AQA

Spanish dictionary (to use at home and in class)

### Key Websites

<https://www.pearsonactivelearn.com/app/Home>

<https://quizlet.com/en-gb>

<https://classroom.google.com/h>

<https://www.languagesonline.org.uk/Hotpotatoes/index.html>



# Sport

## Modules of Study

Component	Title	Assessment
1	Preparing Participants to Take Part in Sport and Physical Activity	Internal
2	Taking Part and Improving Other Participants Sporting Performance	Internal
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	External

## Assessment/Exam

Exam board – **Pearson**

Paper name/Specification code – **BTEC Level 1/Level 2 Tech Award in Sport – 603/7068/3**

## Key Texts

Pearson BTEC Tech Award Level 1 / 2 (2022) Sport Student Book